

Cherrydale Elementary

302 Perry Road
Greenville, South Carolina 29609

Grades	PK-5 Elementary School	
Enrollment	460 Students	
Principal	Scarlet H. Black	864-355-3300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	59	37

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

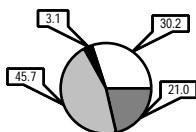
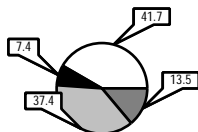
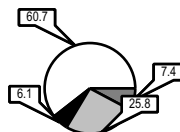
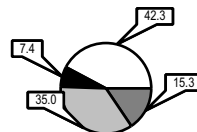
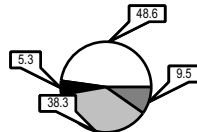
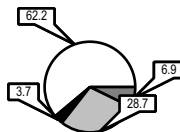
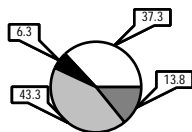
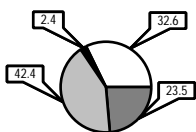
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	193	99.5	30.2	45.7	21.0	3.1	32.1	Yes	Yes
Gender									
Male	90	98.9	40.0	37.3	18.7	4.0	28.0	N/A	N/A
Female	103	100.0	21.8	52.9	23.0	2.3	35.6	N/A	N/A
Racial/Ethnic Group									
White	59	100.0	21.7	41.3	28.3	8.7	43.5	Yes	Yes
African American	104	99.0	33.7	50.0	15.2	1.1	26.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	35.0	45.0	20.0	0.0	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	157	99.4	25.0	49.2	22.0	3.8	34.8	N/A	N/A
Disabled	36	100.0	53.3	30.0	16.7	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	187	99.5	29.3	46.5	21.0	3.2	31.8	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	40.0	45.0	15.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	168	99.4	28.9	45.8	21.8	3.5	33.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	180	99.4	30.7	47.1	19.6	2.6	30.1	Yes	Yes
Full-pay meals	13	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	193	99.5	41.4	37.7	13.6	7.4	29.6	Yes	Yes
Gender									
Male	90	98.9	41.3	33.3	16.0	9.3	33.3	N/A	N/A
Female	103	100.0	41.4	41.4	11.5	5.7	26.4	N/A	N/A
Racial/Ethnic Group									
White	59	100.0	30.4	28.3	23.9	17.4	50.0	Yes	Yes
African American	104	99.0	50.0	39.1	8.7	2.2	18.5	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	30.0	55.0	10.0	5.0	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	157	99.4	35.6	40.9	14.4	9.1	32.6	N/A	N/A
Disabled	36	100.0	66.7	23.3	10.0	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	187	99.5	40.8	37.6	14.0	7.6	29.3	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	35.0	55.0	5.0	5.0	20.0	I/S	I/S
Non-Limited English Proficient	168	99.4	42.3	35.2	14.8	7.7	31.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	180	99.4	42.5	38.6	13.7	5.2	28.1	Yes	Yes
Full-pay meals	13	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	193	99.5	60.5	25.9	7.4	6.2	13.6
Gender							
Male	90	98.9	58.7	24.0	8.0	9.3	17.3
Female	103	100.0	62.1	27.6	6.9	3.4	10.3
Racial/Ethnic Group							
White	59	100.0	43.5	26.1	19.6	10.9	30.4
African American	104	99.0	69.6	23.9	2.2	4.3	6.5
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	65.0	30.0	0.0	5.0	5.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	157	99.4	56.8	28.0	7.6	7.6	15.2
Disabled	36	100.0	76.7	16.7	6.7	0.0	6.7
Migrant Status							
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	187	99.5	59.9	26.1	7.6	6.4	14.0
English Proficiency							
Limited English Proficient	25	100.0	70.0	30.0	0.0	0.0	0.0
Non-Limited English Proficient	168	99.4	59.2	25.4	8.5	7.0	15.5
Socio-Economic Status							
Subsidized meals	180	99.4	62.1	26.1	7.2	4.6	11.8
Full-pay meals	13	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	193	99.5	42.0	35.2	15.4	7.4	22.8
Gender							
Male	90	98.9	46.7	28.0	13.3	12.0	25.3
Female	103	100.0	37.9	41.4	17.2	3.4	20.7
Racial/Ethnic Group							
White	59	100.0	34.8	32.6	21.7	10.9	32.6
African American	104	99.0	47.8	34.8	12.0	5.4	17.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	40.0	35.0	20.0	5.0	25.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	157	99.4	39.4	36.4	16.7	7.6	24.2
Disabled	36	100.0	53.3	30.0	10.0	6.7	16.7
Migrant Status							
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	187	99.5	41.4	35.7	15.3	7.6	22.9
English Proficiency							
Limited English Proficient	25	100.0	40.0	40.0	20.0	0.0	20.0
Non-Limited English Proficient	168	99.4	42.3	34.5	14.8	8.5	23.2
Socio-Economic Status							
Subsidized meals	180	99.4	44.4	34.6	15.0	5.9	20.9
Full-pay meals	13	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	66	100.0	28.8	25.4	37.3	8.5	45.8
	4	58	100.0	44.7	42.6	12.8	0.0	12.8
	5	66	100.0	49.1	41.8	7.3	1.8	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	17.9	35.7	37.5	8.9	46.4
	4	69	98.6	29.8	52.6	17.5	0.0	17.5
	5	56	100.0	44.9	49.0	6.1	0.0	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	66	100.0	32.2	49.2	15.3	3.4	18.6
	4	58	100.0	57.4	31.9	10.6	0.0	10.6
	5	66	100.0	58.2	34.5	5.5	1.8	7.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	14.3	42.9	26.8	16.1	42.9
	4	69	98.6	52.6	33.3	8.8	5.3	14.0
	5	56	100.0	59.2	36.7	4.1	0.0	4.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	66	100.0	40.7	42.4	13.6	3.4	16.9
	4	58	98.3	76.1	21.7	0.0	2.2	2.2
	5	66	100.0	80.0	12.7	3.6	3.6	7.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	32.1	33.9	19.6	14.3	33.9
	4	69	98.6	71.9	22.8	1.8	3.5	5.3
	5	56	100.0	79.6	20.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	66	100.0	18.6	45.8	16.9	18.6	35.6
	4	58	98.3	56.5	37.0	6.5	0.0	6.5
	5	66	100.0	58.2	36.4	1.8	3.6	5.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	14.3	30.4	37.5	17.9	55.4
	4	69	98.6	47.4	42.1	7.0	3.5	10.5
	5	56	100.0	67.3	32.7	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 460)				
First graders who attended full-day kindergarten	95.8%	Up from 92.5%	100.0%	100.0%
Retention rate	3.8%	Down from 5.8%	4.0%	2.8%
Attendance rate	97.0%	Up from 96.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.6%	0.0%	0.0%
Eligible for gifted and talented	1.5%	Down from 3.1%	3.6%	10.4%
On academic plans	52.5%	N/AV	48.9%	33.6%
On academic probation	63.6%	N/AV	2.3%	1.0%
With disabilities other than speech	9.5%	Up from 9.4%	7.5%	7.5%
Older than usual for grade	0.7%	Down from 2.2%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	40.5%	Down from 50.0%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.3%	0.0%
Teachers returning from previous year	N/A	N/A	83.1%	87.3%
Teacher attendance rate	97.5%	Down from 97.7%	94.5%	94.9%
Average teacher salary	\$38,477	Up 3.2%	\$41,599	\$42,485
Prof. development days/teacher	18.6 days	Up from 17.8 days	15.0 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	12.3 to 1	Down from 18.2 to 1	16.4 to 1	18.6 to 1
Prime instructional time	92.5%	Up from 92.3%	88.2%	89.7%
Dollars spent per pupil*	\$6,744	N/A	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	64.7%	N/A	60.7%	64.0%
Percent of expenditures for instruction*	68.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cherrydale Elementary School has completed its second year of operation. In this new state-of-the art facility, we have utilized the latest technology and continued to increase the quality of our instructional program. The 2005-06 school year ended with many accomplishments for Cherrydale. In 2005-06, we made AYP (Adequate Yearly Progress), as prescribed by No Child Left Behind, for the first time. We continued to earn awards for our outstanding parent involvement programs. We received third place from South Carolina PTA for a parent volunteerism program entitled, Getting Back into the Groove. In addition, we were recognized with a National PTA Parent Involvement School of Excellence Award. At the state level, we received three SCNPR (South Carolina National Public Relations) Awards. Our school website continues to be the window into our everyday activities at Cherrydale and has been recognized again for a district's Gold Webmaster's Award. Professionally, our staff continues to embrace technology, data-driven assessments to improve the quality of instruction, and outreach programs that continue to keep our parents involved in the education of their children. Here at Cherrydale our mission is simple: "We empower all who enter our doors to believe and achieve because every day brings a new success!" It is a new day and new time at Cherrydale. We are excited and committed to the success that we feel we are destined to achieve.

Scarlet H. Black, Principal
 John Swanson, SIC Chairman
 Deborah Jones, PTA President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	50	34
Percent satisfied with learning environment	100.0%	92.0%	91.2%
Percent satisfied with social and physical environment	100.0%	82.0%	87.9%
Percent satisfied with school-home relations	97.5%	90.0%	85.3%

*Only students at the highest elementary school grade level at this school and their parents were included.